DOCUMENT RESUME

ED 030 117 AL 001 981

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Where the Action Is, An Evaluation. Project 64-2.
Hartford City Board of Education, Conn.
Report No-ESEA-1
Pub Date 67
Note-26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors-Educational Objectives, *English (Second Language), *Language Instruction, *Non English Speaking, Personnel Needs, *Program Evaluation, Puerto Ricans, Reading Tests, Spanish Speaking, Student Enrollment, Student Placement
Identifiers-Elementary and Secondary Education Act, ESEA, Hartford Connecticut

For two consecutive years (1965-67), the Hartford, Connecticut ESEA Project 1 furnished over 1400 non-English-speaking pupils with "expanded services designed to provide a substantial portion of the school population with a functional grasp of the English language." This population represented an estimated six percent of Hartford's total public school enrollment and was increased by almost 100 percent over the previous year. (This count excluded an estimated 279 non-English-speaking kindergarten and first-grade children removed from the Program because of space and teacher shortages during the 1966-67 year.) The Project, begun in early 1965, aims to provide non-English speaking pupils with oral and written English skills, and to provide the teachers in the schools most impacted with non-English speakers with the skills needed to teach these pupils effectively. The present evaluation includes a short description of staff requirements and problem areas. The summary states that preliminary investigations with the "Gates-MacGintie Reading Tests" showed evidence that significant changes in reading comprehension can be expected following a three-month cycle of English as a Second Language instruction. Appended is a summary evaluation of P.L. 89-10 Programs for fiscal year 1967. (AMM)

EDO 30117

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# WHERE THE ACTION IS

PROJECT 64-2

# 1966-1967 AN EVALUATION

HARTFORD BOARD OF EDUCATION

AL 001 981

THIS COVER, DESIGNED BY MATERIALS ILLUSTRATOR JANE E. NORTON, IS JUST ONE EXAMPLE OF HARTFORD'S MANY EFFORTS TO PUBLICIZE THE DISSEMINATION OF PROJECT INFORMATION.

Prepared By

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TABLE OF CONTENTS


Page

ENGLISH AS A SECOND LANGUAGE (Hartford ESEA Project 1) . . . . . 1

Objectives
Description
Analysis of Staff Requirements
Problem Areas
Evaluation
Summary and Conclusion

RENTAL OF SPACE (Hartford ESEA Project 2) . . . . . 10

APPENDIX

SUMMARY EVALUATION OF P.L. 89-10 PROGRAMS FOR FISCAL YEAR 1967 . . .


LIST OF TABLES


1. Comparison of Selected Factors Relating to English as a Second Language Needs, 1961-1966 . . . . . 5

2. Age-Grade and Overage-Grade Placements in E.S.L. Classes, Fall 1966 . 7

3. Comparison of Gates-MacGintie Reading Grade Equivalents, March-June 1967 8


FIGURE


I. Puerto Rican Enrollment Growth Over a Ten Year Period, Barnard-Brown School, 1957-1966 . . . . . 6

# ENGLISH AS A SECOND LANGUAGE

(Hartford ESEA Project 1)

## OBJECTIVES

For the second consecutive year, Project 1 furnished over 1400 non-English-speaking children and youth with expanded services designed to provide a substantial portion of the school population with a functional grasp of the English language.[1] This population represented an estimated six per cent of Hartford's total public school enrollment and was increased in count by almost 100 per cent over last year's reported figures.[2] This increase is especially significant since the count excluded an estimated 279 non-English kindergarten and first grade children who were removed from the program because of space and teacher shortages during the 1966-67 year.

The objectives of the project remained substantially unchanged since its inception in early 1965.[3] Basically, these objectives were:

1. To provide non-English speaking students with oral and written English skills.
2. To provide the teachers in the schools most impacted with non-English speaking youth with the skills needed to teach these pupils effectively.

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[1]This figure was compiled as of June 24, and does not include an estimated 400 pupils who have received services since that date.

[2]Evaluation 1965-1966, Project 64-2 (Hartford: Research Department, 1966), p. 1.

[3]Ibid, pp. 6-7.

DESCRIPTION

The total E.S.L. program was organized into three parts. These provided for:

1. General assistance to the existing program. This assistance took the form of three full-year reception centers, each of which was staffed by a team leader, two teachers, and a bilingual aide.[4] Each of the reception centers was designed to:

   a. Provide each child and his family with a point of contact with the school community. This contact most frequently involved the grade placement of the child in terms of his age and past educational experiences; the translation of school records and other documents; possible referrals to social, employment, and housing agencies; and the continued development of a program of positive cooperation between the school and the family.

   b. An introduction to the child of a functional command of the English language. This introduction provided not only a basis for the child's regular class placement, but served to acquaint the child with his new English oriented school environment.

   c. Support the continued development of the child's English language facility. This was accomplished by providing the classroom teachers with special instructional materials,

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[4] Ibid. A description of the total E.S.L. program can be found on pages 7-11 of the cited report.

methodological assistance, and consultation in the teaching of English to the non-native speaking child.

2. Supportive bilingual aides. Aides were assigned as follows:

   a. One to each of the three reception centers.

   b. One to the central office at Barnard-Brown, Kinsella and Arsenal schools.

   c. Two part-time aides assisted in the registration of kindergarten children at both Kinsella and Barnard-Brown schools during the early fall of 1966.

3. A two-week workshop. This workshop was conducted during August, 1967 and was designed to prepare teachers new to Hartford to teach in the heaviest non-English impacted schools.

ANALYSIS OF STAFF REQUIREMENTS

There was no change in the staff requirements reported for this project over those reported for the 1965-66 school year. Continued were the salaries for:

1. The E.S.L. coordinator.
2. Ten E.S.L. teachers. All but one of these positions was filled during the year.
3. Six bilingual aides.
4. One secretary.

PROBLEM AREAS

Reported problem areas were largely concerned with the shortages of available space for housing the E.S.L. activities. This space shortage resulted in:

1. The curtailment of services to both kindergarten and first grade children.
2. Some difficulty in scheduling E.S.L. classes to avoid conflicts with other school activities.

In addition to the foregoing, it was reported that some release time was deemed necessary for proper preparation of curriculum. Consequently, this will be a major area of investigation during the coming school year.

EVALUATION

The evaluation of the E.S.L. program in terms of measured pupil growth continues to present a number of problems. The absence of suitable Spanish language tests for use with rural Puerto Rican children, coupled with an excessive mobility to and from Puerto Rico during the school year place critical limitations on any investigation which can be conducted. Consequently, once again the effects of the E.S.L. services must be evaluated primarily on the basis of a tabulation of the available data.

To explain Hartford's steadily increasing need for E.S.L. instruction, some comparisons have been made in the following table.

TABLE 1

COMPARISON OF SELECTED FACTORS RELATING TO ENGLISH AS A SECOND LANGUAGE NEEDS, 1961-1966[a]

| Factor | 1961 | 1966 | Change |
|---|---|---|---|
| Total number of non-English speaking children in Hartford elementary schools | 1122 | 2291 | +1169 |
| Total number of children in E.S.L. classes | 350[b] | 664 | + 314 |

[a]Survey figures as of October 30, 1966

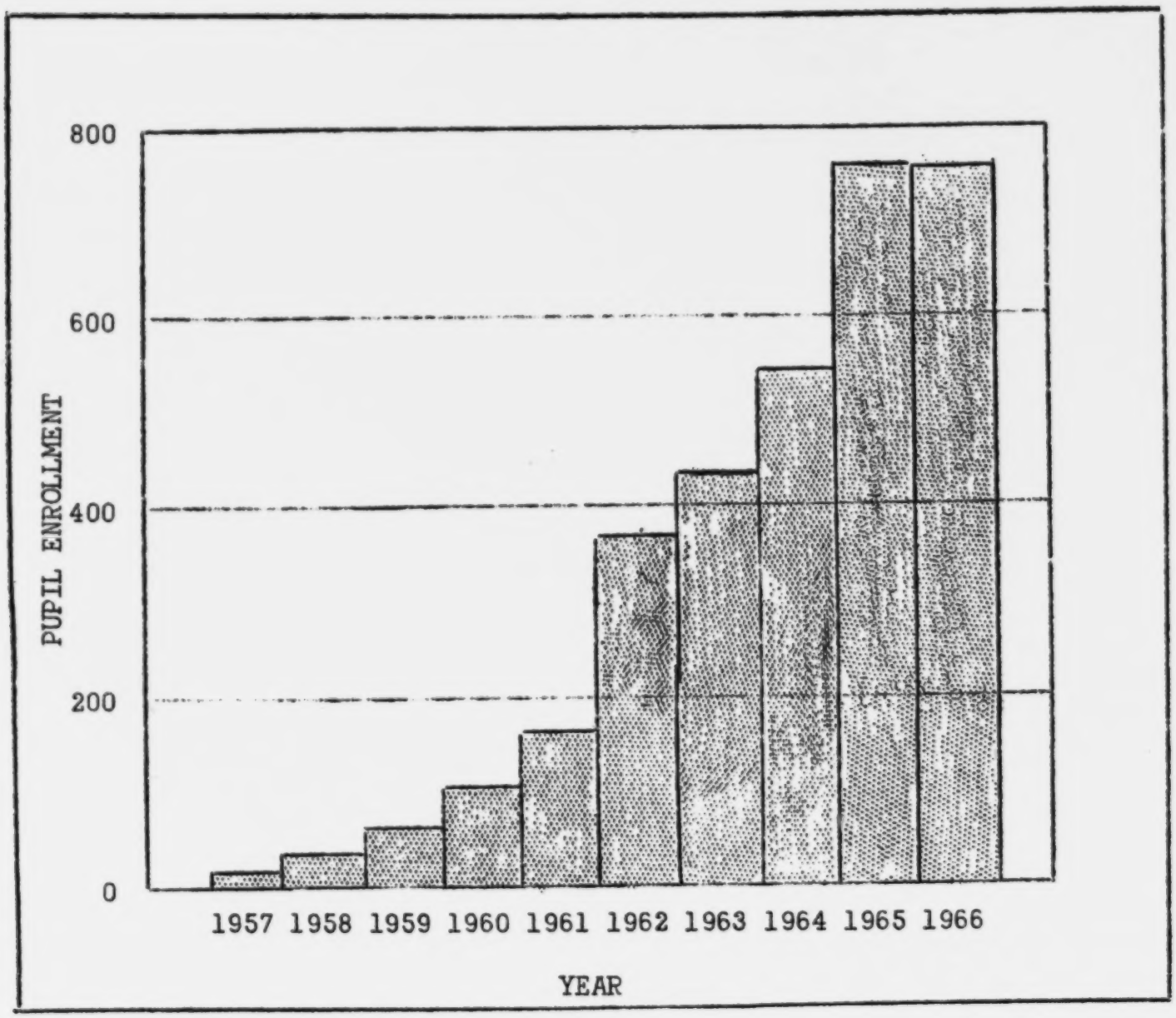
[b]Reported figure as of May 17, 1962

The totals reflected in Table 1 constitute some indication of the impact of increasing numbers of non-English speaking children on the Hartford Public Schools; an impact which is heightened by an average registration of 500 new pupils in the E.S.L. classes each year. This registration, it might be added, is comparable to the average yearly increase in total enrollments which the public schools expect to experience during the next few years.

A further indicator of the need for E.S.L. services is contained in Figure 1. This figure documents the increase in Puerto Rican enrollment at the Barnard-Brown school over a ten year period. Note that the ten year rate of increase has tapered off during 1966-67 to a figure comparable to the total reported for the previous 1965-66 year.

FIGURE I

PUERTO RICAN ENROLLMENT GROWTH OVER A TEN YEAR PERIOD, BARNARD-BROWN SCHOOL, 1957-1966




Another indicator of the need for specialized instructional services is a comparison of age and grade placements. When the comparison reveals a substantial number of children who are over age for their grade, it can be considered an indicator that these children require substantially

increased or modified services. An example of this situation, and a further justification for E.S.L. services is contained in Table 2.

TABLE 2

AGE - GRADE AND OVERAGE - GRADE

PLACEMENTS IN E.S.L. CLASSES, FALL 1966

| Grade | Total Placement N | Overage Placement | |
|---|---|---|---|
| | | N | % by Grade[b] |
| 1 | 74 | 5 | 7 |
| 2 | 97 | 21 | 22 |
| 3 | 78 | 16 | 21 |
| 4 | 75 | 22 | 29 |
| 5 | 51 | 16 | 31 |
| 6 | 90 | 36 | 40 |
| 7 | 43 | 2 | 5 |
| 8 | 26 | 2 | 8 |
| Opp[a] | 2 | - | - |
| 9 | 187 | 64 | 34 |

[a]Includes all high school grades.
[b]Figures are rounded.

An analysis of Table 2 reveals that 184 pupils, fully 25 percent of the total E.S.L. enrollment, are overage for their grade placement. Clearly, this is both an indication of the language difficulties experienced by substantial numbers of foreign-born and Puerto Rican children, and the effects of those disabilities on the pupils future progress in today's educational mainstream.

For the first time in Hartford, an attempt was made to measure pupil growth in vocabulary and comprehension following a typical three month cycle of E,S.L. instruction. Used were two forms of

the Gates - MacGintie Reading Test, a test which was deemed suitable for use with Hartford's intermediate grade pupils. This test, in contrast to a number of other instruments previously investigated, appeared to have adequate face validity, a feature which offset the obvious cultural limitations of the instrument.

Form C1 was administered in March, 1967 and Form D1 in June of the same year to all E.S.L. students. Means, ranges, and standard deviations were calculated for each form and changes compared using a t - test of mean difference at the .05 level of confidence. The results of these comparisons are shown in Table 3.

TABLE 3

COMPARISON OF GATES-MACGINTIE READING GRADE EQUIVALENTS
MARCH - JUNE 1967

| Subtest | N | March 1967 | | | June 1967 | | | Mean Change | Signif |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean G.E. | Range | S.D. | Mean G.E. | Range | S.D. | | |
| Vocabulary | 22 | 2.5 | 1.6-5.1 | .775 | 3.4 | 2.2-6.8 | 10.93 | .9 | .376 |
| Comprehension | 22 | 2.7 | 1.6-4.7 | .913 | 3.9 | 2.3-5.1 | .85 | 1.2 | 4.420 |

Despite the limitations of the Gates-MacGintie Test, it can be concluded from the test data that mean gains in comprehension for the E.S.L. group were significant at the stated level of confidence while the gain in vocabulary were not.

Despite the limitations of the Gates-MacGintie Test, it can be concluded from the test data that mean gains in comprehension for the E.S.L. group were significant at the stated level of confidence while the gains in vocabulary were not.

## SUMMARY AND CONCLUSIONS

For the second consecutive year, an expanded English as a Second Language project provided over 1400 Puerto Rican and foreign-born youngsters with a program of intensive instruction in the functional uses of the English language. This expansion included the continued employment of 10 E.S.L. teachers, the year-round operation of three E.S.L. reception centers, and the operation of a two-week summer workshop for training teachers in E.S.L. techniques and methodology.

While investigations into measured pupil growth continue to be hampered by a lack of instruments suitable for testing Hartford's non-English speaking population, preliminary investigations with the Gates-MacGintie Reading Tests showed evidence that significant changes in reading comprehension can be expected following a three month cycle of E.S.L. instruction.

During the coming year, further attempts will be made to develop suitable tests for use with the E.S.L. program. When these instruments are developed they can be expected to yield further evidences of pupil growth. In consequence, it is hoped that these evidences can be incorporated in subsequent evaluations of the E.S.L. program in the not too distant future.

## RENTAL OF SPACE

(Hartford ESEA Project 2)

### DESCRIPTION AND OBJECTIVES

With the 1965 inauguration of SADC and ESEA programs, it was seen that Hartford's already-critical shortage of classroom and administrative space was being taxed to its ultimate capacity. In consequence, monies were requested, and received, to provide for the rental of additional leased project facilities. During the 1966-67 fiscal year, these facilities included:

1. Space for two Intensive Reading Instructional Team centers, the reading clinic, the speech improvement project, and a number of curriculum teams. [1]
2. Warehouse space to provide for the massive impact of SADC and ESEA material; arriving during the late summer and fall of 1966.

### EVALUATION SUMMARY

With the monies provided, Hartford was able to secure and lease adequate space for the temporary housing of SADC and ESEA Projects. This rental provided the schools with relief from the present critical space shortage.

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[1] Numbers varied during the course of the year.

# APPENDIX I

## Summary Evaluation of

## P.L. 89-10 Programs For Fiscal Year 1967

SUMMARY EVALUATION OF P.A. 523 AND TITLE I, P.L. 89-10 PROGRAMS

FOR FISCAL YEAR 1967

Project Director Lois Maglietto Date Evaluation was submitted July 10, 1967

Project Evaluator Robert Nearine Source of Project Funds:
(x) Title I, P.L. 89-10
( ) P.A. 523
( ) Jointly funded Title I and P.A. 523

(English as a Second Language: Hartford ESEA Project I)

I COMPREHENSIVE DATA (Submit data for this section directly on this form)

1. Project Number 64-D Town or cooperating towns Hartford

2. Give an unduplicated count (eliminate double counting) of public school children and youth served by the approved project. 1458

3. If a Title I project is being reported, give an unduplicated count of non-public school children and youth served by the approved project. 79

4. What were the approximate hours per week of services provided for each child or youth participating in the project? 5 - 18

5. What was the duration in weeks of project activities for youth? 52

6. Give the actual number of all children (include non-public school children if any) by grade level benefiting directly from project services.

| Pre-school | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Opp Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 16 | 268 | 212 | 150 | 159 | 127 | 125 | 76 | 41 | 282 | 0 | 0 | 0 | 2 |

SUMMARY EVALUATION OF P.A. 523 AND TITLE I, P.L. 89-10 PROGRAMS
FOR FISCAL YEAR 1967

Project Director Philip R. Blackey Date Evaluation was submitted June 30, 1967

Project Evaluator Robert J. Nearine Source of Project Funds:
(X) Title I, P.L. 89-10
( ) P.A. 523
( ) Jointly funded Title I and P.A. 523

(Rental of Space: Hartford ESEA Project 2)

I COMPREHENSIVE DATA (Submit data for this section directly on this form)

1. Project Number 64-2 Town or cooperating towns Hartford

Questions 2 - 15 do not apply to this Project.

7. If a Title I project or a component of a Title I project is being reported, list below the attendance areas in your school district that have been identified for project services.

Project services are available to all non-English speaking youths residing in Hartford.

8. List below the criteria used to select children for services of the project being reported.

1. Entrance date into U.S.A. - Mainland.
2. Informal testing of oral English ability.

9. If a Title I program is being reported, state the specific services and activities that were implemented for non-public school children residing in the attendance areas designated for project services.

Same as 7

10.

a. List the number of children and youth directly served by the project who were promoted to the next grade level for the school year of 1967-68. 822

b. List the number of children and youth directly served by the project who were not promoted to the next grade level for the school year 1967-68. 99

11. For all students served by P.A. 523 programs, provide the following:

a. Give the aggregate days of attendance of children and youth directly served by the project. (Consult the ANNUAL SUMMARY, Number of Days in Attendance in the Connecticut School Register). 87,082

b. Give the aggregate days of membership of children and youth directly served by the project. (Consult the ANNUAL SUMMARY, Number of Days in Membership in the Connecticut School Register). 100,144

c. List the number of grade 7-12 youth served by the project who withdrew from school upon reaching their 16th birthday during school year 1966-67. 45

d. List the number of grade 7-12 youth served by the project who continued in school upon reaching their 16th birthday during the 1966-67 school year. 78

PROJECT 1

| Restatement of Objectives | Expected Learning Outcomes | Major Project Activities and/or Services | Evaluation Instrument or technique | Findings:Test, Mean change, Significance |
|---|---|---|---|---|
| 1) To provide non-English speaking students with oral and written English skills.<br><br>2) To provide teachers with the skills necessary to teach these pupils effectively. | 1) E.S.L. pupils should develop a functional use of English appropriate to their grade placement.<br><br>2) Intermediate pupils should develop reading and comprehension skills appropriate to their past educational experience.<br><br>3) Primary pupils should develop reading skills. | 1) The employment of E.S.L. additional teachers.<br><br>2) The full-year operation of three E.S.L. Reception Centers.<br><br>3) A two-week teachers workshop for new teachers in the most heavily impacted non-English speaking schools. | 1) Gates - MacGinitie Reading Tests, March 1, 1967 - June 1967 All E.S.L.Students | 1) Gates - MacGinitie Reading Vocabulary .9 NS<br>Comprehension 1.2 S |

13. Describe the <u>most</u> successful activities or components of the project.

1) Approximately 5 hours per week of E.S.L. instruction was provided to each pupil enrolled in the program.

2) Pupils needing additional E.S.L. instruction are now enrolled in the program for two consecutive years.

3) The initiation and expansion of transitional classes was accomplished at Hartford Public High School during the 1966-67 school year.

14. List any problems that were encountered in implementing and/or operating the project.

1) Availability of adequate space.

2) Scheduling of classes to avoid conflicts.

3) The need for released time to allow a team to devote substantial efforts to curriculum planning.

4) Space and the concomitant teacher limitations required that all kindergarten and most first grade pupils be dropped from the program.

15. How did the town overcome the problem of staffing the project? (How did the town get staff or what arrangement made a staff possible for the project?)

1) Teachers with ESL experience in the Adult School were transferred into the program.

2) One Peace Corp Worker was recruited as an ESL teacher for this project.

Town Name Hartford

# Title I Non-Public School Participation, 1966-67
(Submit data for all Title I schools on the single form provided)

## TABLE I

### NUMBER OF PROJECTS AND NON-PUBLIC SCHOOL CHILDREN PARTICIPATING BY TYPE OF ARRANGEMENT

| | On Public school grounds only | | On Non-Public school grounds only | | On both Public and Non-Public school grounds | | On other than Public or Non-Public school grounds | |
|---|---|---|---|---|---|---|---|---|
| | Proj. # | *No. of Children | Proj. # | *No. of Children | Proj. # | *No. of Children | Proj. # | *No. of Children |
| Regular school day | | | 64-2 | 78 | | | | |
| Before school day | | | | | | | | |
| After school | | | | | | | | |
| Weekend | | | | | | | | |
| Summer | | | | | | | | |

If combinations of the above were used, list below and give the number of children involved.

*This figure is not expected to be an unduplicative count of children.

Town Name Hartford

AGGREGATE DAYS OF ATTENDANCE AND AGGREGATE DAYS OF MEMBERSHIP FOR PUBLIC TITLE I SCHOOLS
(All youth)

| 1966-67 TITLE I SCHOOLS ONLY | | | (For State agency use only) | |
|---|---|---|---|---|
| Grade | Aggregate Days of Attendance | Aggregate Days of Membership | | |
| 12th Grade | 117,105.0 | 132,351.0 | | |
| 11th Grade | 159,858.0 | 181,211.0 | | |
| 10th Grade | 172,445.0 | 196,518.0 | | |
| 9th Grade | 242,688.0 | 279,951.0 | | |
| 8th Grade | 138,439.0 | 155,031.0 | | |
| 7th Grade | 165,343.0 | 181,843.5 | | |
| 6th Grade | 185,690.5 | 202,812.5 | | |
| 5th Grade | 192,484.5 | 210,654.0 | | |
| 4th Grade | 214,162.5 | 232,742.5 | | |
| 3rd Grade | 221,946.0 | 242,294.5 | | |
| 2nd Grade | 251,988.5 | 277,906.0 | | |
| 1st Grade | | | | |

For schools with Title I programs, refer to the Connecticut School Registers at the close of the school year.

To get aggregate days of attendance and aggregate days of membership, refer to the MONTHLY SUMMARIES section near the end. Collect information from each register for every grade level and record the total for the town Title I schools in the table provided on this page.

Town Name Hartford

AGGREGATE DAYS OF ATTENDANCE AND AGGREGATE DAYS OF MEMBERSHIP FOR PUBLIC TITLE I SCHOOLS
(All youth)

(continued)

| | | | | |
|---|---|---|---|---|
| 1st Grade | 314,982.0 | 314,982.0 | | |
| Kind. | 271,924.0 | 323,773.5 | | |

Town Name Hartford

## C. DROPOUT DATA IN YOUR SCHOOL DISTRICT FOR TITLE I PROJECT SCHOOLS AND NON-TITLE I SCHOOLS

Refer to the MONTHLY SUMMARIES of the Connecticut School Registers at the close of the school year.

Collect information from each register for every grade level and record the total for the town separately for Title I schools and Non-Title I schools in the table provided on this page.

Title I Schools

| Grade | Total dropouts from July 1, 1966 to June 30, 1967 (D1, D6, D11, D17) | End of year Membership (June 30, 1967 | Graduates (Total of C1) | (Do not use this space) |
|---|---|---|---|---|
| 12 | 39 | 719 | 695 | |
| 11 | 91 | 963 | 82 | |
| 10 | 131 | 1,031 | -- | |
| 9 | 172 | 1,489 | -- | |
| 8 | 34 | 842 | -- | |
| 7 | 4 | 1,005 | -- | |
| No. of schools 11 | | | | |

Non-Title I Schools

| Grade | Total dropouts from July 1, 1966 to June 30, 1967 (D1, D6, D11, D17) | End of year Membership (June 30, 1967) | Graduates (Total of C1) | (Do not use this space) |
|---|---|---|---|---|
| 12 | 6 | 275 | 27i | |
| 11 | 22 | 335 | 33 | |
| 10 | 27 | 401 | -- | |
| 9 | 23 | 398 | -- | |
| 8 | 1 | 733 | -- | |
| 7 | 3 | 742 | -- | |
| No. of schools 11 | | | | |

Town Name Hartford

D. PERCENTAGE OF STUDENTS IN TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL

Number of Title I project high schools 2

Total of the June 1967 graduates from Title I project high schools 777

Percentage of June 1967 Title I project high school graduates continuing education beyond high school in: (1) high school post-graduate work; (2) junior college; (3) college or university; (4) vocational, technical, or commercial institute; or (5) nursing school as can be determined at the completion of the school year, June 1967.

(Check once below for each Title I project high school)

| 0-10% | 11-20% | 21-30% | 31-40% | 41-50% | 51-60% | 61-99% |
|---|---|---|---|---|---|---|
| | | | | X | | |